

Dungay Public School Annual Report



2018



1791

Introduction

The Annual Report for **2018** is provided to the community of Dungay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the Principal

I am pleased to present the 2018 Annual School Report for Dungay Public School. It has been my privilege to lead this outstanding school community in 2018. Our school has a determined and persistent focus on improvement. We are building and refining explicit instruction, delivering clarity of purpose and we are very determined to build student engagement. We are proud of the culture of the school where our children care for and encourage each other to grow and shine. School results indicate that our focus is working. In 2018 both Year 3 and Year 5 NAPLAN Reading and Writing results continue to be above state average. I would also like to acknowledge the ongoing, generous contributions of our parents and caregivers. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. The staff of this school go above, and beyond and I am proud to work alongside such a dedicated and professional staff. Lastly, I congratulate our students for their active and enthusiastic participation in opportunities provided at our school and the care they show towards each other daily. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Principal

Mr Joshua Stephens

School background

School vision statement

At Dungay Public School we provide a collaborative and harmonious learning community supporting, engaging and challenging all learners to achieve success. Our students learn the skills and confidence to become resilient, self-regulated and critical and reflective lifetime learners. Our students take responsibility for their learning, incorporating problem-solving strategies and a growth mindset while embracing diversity and connecting within and beyond the community to make learning authentic.

School context

Dungay Public School, works under the banner 'Seek, See and Achieve'. The school is situated 5kms north of Murwillumbah and is nestled between prosperous farmland, rolling green hills and tall, vibrant trees.

Dungay PS offers a safe place of learning for each student. We work hard to build relationships and a family feel with all who attend our school to ensure a happy, positive and creative environment.

Our curriculum offers an engaging blend of purposeful learning activities that are tailored to the needs and passions of each student. All students participate in a diverse learning suite of programs, including specialised art and music programs, an active sporting/health program, and inquiry-based science programs.

The staff at Dungay PS are experienced, enthusiastic and committed to providing quality educational opportunities that meet each student needs and develop the talents of each child.

At Dungay our community is very connected and aims to provide for all our students. Our P&C is committed to ensuring our students are supported and the school is well resourced.

Dungay PS is part of a dynamic learning community of four small schools. While each school retains its character and identity, each is committed to working together to achieve our shared vision and prepare our students for success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning:

In our self–assessment process the school analysed a range of data sources to support our judgement of **Delivering** in the Learning domain.

Standout features within the domain of learning include:

- Teachers are using evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Through ongoing Professional Learning teachers are starting to implement clear learning intentions in their lessons. This creates opportunities for students to receive feedback on their learning.
- Research based assessment tools are being used that supports learning across the school. Teachers use reliable assessments to capture information about student learning.
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to well being, reporting and engagement, to improve learning
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- Student reports contain personalised information about individual student learning progress and achievement.
- Parents are presented with clear information on what and how well their children are learning and receive regular accessible formats about how to support their children's progress.

Future directions include:

- Staff to continue to be involved in the continuous analyse of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.
- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teaching:

In our self–assessment process the leadership team analysed a range of data sources to support our judgement of **Delivering** in the Teaching domain.

Standout features within the domain of teaching include:

- Teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students.
- Teaching units and learning opportunities are engaging and are evidence based.
- Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through lesson observations.
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Future directions include:

- To sustain and grow highly skilled, motivated and actively engaged teachers and students collaboratively working together in the learning process.
- Ongoing implementation of Seven Steps to Writing, TEN (Numeracy), L3 (Literacy) and a reading intervention program.
- Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Leading:

In our self–assessment process the leadership team analysed a range of data sources to support our judgement of **Sustaining and Growing** in the Leading domain.

Standout features within the domain of leading include:

- The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance.
- Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school.
- Use of school facilities by the local community delivers benefits to students.

Future directions include:

* The school leadership team to collaborate in learning to strengthen actions around school planning, implementation and reporting.

* To monitor and refine administrative systems and processes as required. Identified staff to participate in appropriate resource management professional learning.

* To develop leadership capacity in the financial management of budgets and school planning.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Growing Teaching and Learning

Purpose

Passionate and skilled teachers inspire lifelong learning. Our Purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. With this, we are particularly focused on the teaching and learning of Literacy and Numeracy.

Overall summary of progress

In 2018 all staff K–6 successfully engaged with a comprehensive professional learning program that focused on the development of student engagement through student engaged assessment. Specifically staff worked on building understanding of learning targets, models of excellence/critique and building a classroom wide culture of effective feedback, public sharing of work and student–led conferences. All in all these strategies support students to reflect on their learning, their progress and their future learning goals. Our work in this area was supported by Mrs Erin Scisclone (EL Consultant) who travelled from Colorado, USA to work with our staff face to face in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing individual student expected growth or value added against internal (PLAN) and external (NAPLAN) measures. Increase the proportion of students in the top 2 bands in writing, reading and numeracy. Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.	\$9000	* There has been a 20% increase in students in the top 2 bands in reading and writing. * Data analysis of PLAN and NAPLAN Plus school based assessments show progress in Reading, Writing and some growth in Spelling. Numeracy performance requires improvement.

Next Steps

In 2019 Dungay PS will look to consolidate our contemporary pedagogy designed to put our children at the centre of learning. We will continue to build our knowledge and skills in linking explicit learning targets, models of excellence/critique/ a culture of feedback and student–led conferences through collaborative planning/implementation/evaluation where we implement agreed teaching practice. Our school will look to implement an instructional coaching initiative to support staff learning in this area through observation and feedback. Our school will also look to build understanding of how student–engaged assessment practices as described above are the fuel for powerful real world linked project based learning processes.

Strategic Direction 2

Successful, Empowered Learners

Purpose

In order to be successful in their future world, our students need to develop essential learning skills as well as being reflective problem solvers who have an awareness of self as part of their broader world. Learning must be personalised, engaging and authentic empowering students to communicate, collaborate, think critically and creatively.

Overall summary of progress

In 2018 Dungay PS continued to implement and enhance existing programs within the school.

*L3 continued implementation in ES1 with staff attending PL and meeting all requirements

*TENS numeracy program was implemented in in Early Stage 1 and Stage 1 to build strong mathematical foundations for each student.

*All staff K–6 engaged in a rich professional learning program throughout 2018 developing practice designed to build reading comprehension skills, writing skill, student engagement, challenge and empowerment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">· High degree of teacher expertise in using formative assessment practices and other evidence to personalise the learning for their students.· High number of students are actively engaged in their learning through critical thinking, collaboration and well developed communication skills.	\$8000	* Surveys from targeted professional learning opportunities offered at Dungay PS in 2018 indicate 90% reported professional learning and growth in the areas of formative assessment and learning targets for personalised learning.

Next Steps

The school will continue to lead a tight focus in supporting all students to develop foundation literacy and numeracy skills in the early years through explicit instruction and evidence based practice. The school's Learning Support Team will continue to support identified needs through the effective deployment of support and available resources. Data analysis shows that while there has been continued improvement in Reading & Writing performance in 2018, there is yet more work to be done in Mathematics and Grammar & Punctuation. Moving forward the school will seek to consolidate pedagogy and practice so as to support and guide students to develop deep engagement through ownership of and purpose for learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,390	<p>*Part of the money was spent to help all Aboriginal students to attend a two night out of school camp.</p> <p>*The other part of the money helped to employ a SLSO to work with two Aboriginal students in Kinder and Year 1.</p>
Low level adjustment for disability	\$26,150	<p>*SLSO employed to help support Kinder students to transition to school in term 1.</p> <p>*All students requiring adjustments and learning support are catered for within class programs</p> <p>* Additional teacher support and learning support officers are employed to support identified students</p>
Quality Teaching, Successful Students (QTSS)	\$9, 370	<p>* A teacher was employed to implement a writing program (Seven Steps of Writing) one day per week in Term 1 & 2.</p>
Socio-economic background	\$10,411	<p>* Learning and financial support is provided to identified families and students.</p> <p>* Professional learning provided for a teacher to implement TENS Numeracy Program.</p> <p>* A School Learning Support Officer (SLSO) employed 1 day per week to implement a targeted reading program.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	36	35	38	38
Girls	17	18	23	35

From 2017 –2018 Dungay PS has seen a significant increase with student enrolment numbers. At the start of 2017 enrolment numbers were 52 students. At the end of 2018 the enrolment numbers were 76 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.9	90.3	96
1	93	94.8	92.1	89.2
2	82.7	91.1	93.1	93.7
3	91.7	95.1	92.1	87.9
4	91	92.1	96.6	92.8
5	94.6	92	95.1	93.7
6	94.2	95.1	96.9	92.7
All Years	91.2	93.4	94.1	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Over the past three years our attendance percentage has been solid from 91.2% (2015) to 94.1% (2017). Student attendance continues to be sound at Dungay Primary School in 2018 with an attendance rate of 93%. This result is consistent with previous years. Non-attendance requires parents and caregivers to provide a written explanation. Absences for injury and illness are recorded as 'Sick' while absences for family domestic circumstances and special cultural and

religious occasions are recorded as Leave. We have regular HSLO visits to our school to check school rolls. We are always promoting attendance through parent, connect and reflect nights, newsletters and school stream updates. We continue to work closely with a small cohort of families to improve their child's attendance attitude.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

We currently have no indigenous staff working at Dungay PS.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning was provided in mandatory areas at staff meetings and School Development Days including student attendance, Child Protection, Code of Conduct, CPR / emergency care and anaphylaxis.

In 2018 Dungay Primary School undertook an ambitious professional learning program to build student engagement. Our focus was to build both student ownership of and purpose for learning through the development of student engaged assessment practices and project based learning. All staff attended two full days of small group training in the core practices of developing learning targets, using models of excellence, critique and feedback and student-led conferences. Dungay PS engaged the services of Erin Sciscione – Consultant Director of Program for EL Education USA. Staff teams were given the opportunity to plan collaboratively and to engage in the

development of learning sequences designed to engage, challenge and empower learners.

Additional teachers attended L3 and TENS training which included undertaking a program review for K–2 Learning and Support. All staff attended the iOn The Future 'Into The Deep' Conference on Saturday August 25th further developing deeper learning knowledge and practices.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	86,153
Revenue	850,338
Appropriation	819,162
Sale of Goods and Services	5,532
Grants and Contributions	24,513
Gain and Loss	0
Other Revenue	0
Investment Income	1,132
Expenses	-893,156
Recurrent Expenses	-893,156
Employee Related	-756,213
Operating Expenses	-136,942
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-42,818
Balance Carried Forward	43,335

Dungay PS implemented a range of new mandatory financial and human resource tools in 2018. These included; Learning Business Management Resource (LMBR), eFPT staff budgeting tool and a new SAP Human Resources system. The school looks forward to consolidating our use of these systems with further use and professional learning so as to maximize all available resources for the benefit of all students K–6.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	622,340
Base Per Capita	11,796
Base Location	1,588
Other Base	608,957
Equity Total	67,466
Equity Aboriginal	2,390
Equity Socio economic	38,927
Equity Language	0
Equity Disability	26,150
Targeted Total	73,481
Other Total	9,383
Grand Total	772,670

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

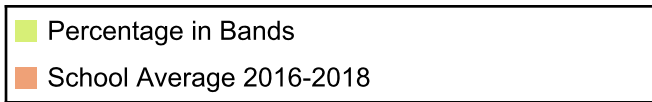
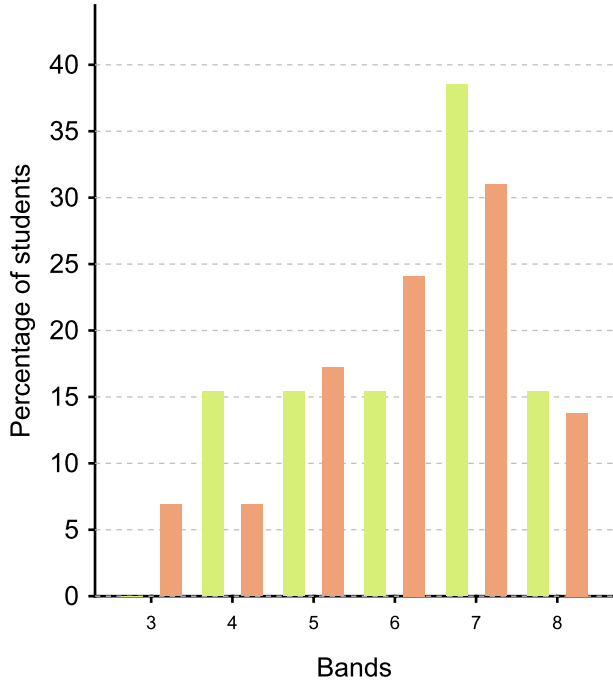
* In 2018 Year 5 Reading, Spelling and Writing results were above state average for the first time in three years. Grammar and Punctuation is below state average, however our average trend line has increased and the gap between state and school average has closed.

* 68% of Year 5 students at Dungay PS are performing in the top 3 bands in Reading.

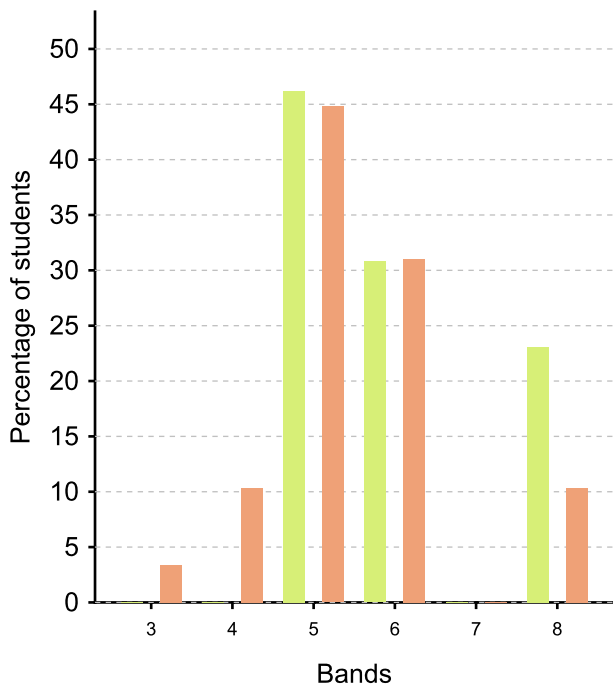
* 68% of Year 5 students at Dungay PS are performing in the top 3 bands in Spelling.

* 100% of Year 5 students at Dungay PS are performing in the top 3 bands in Writing.

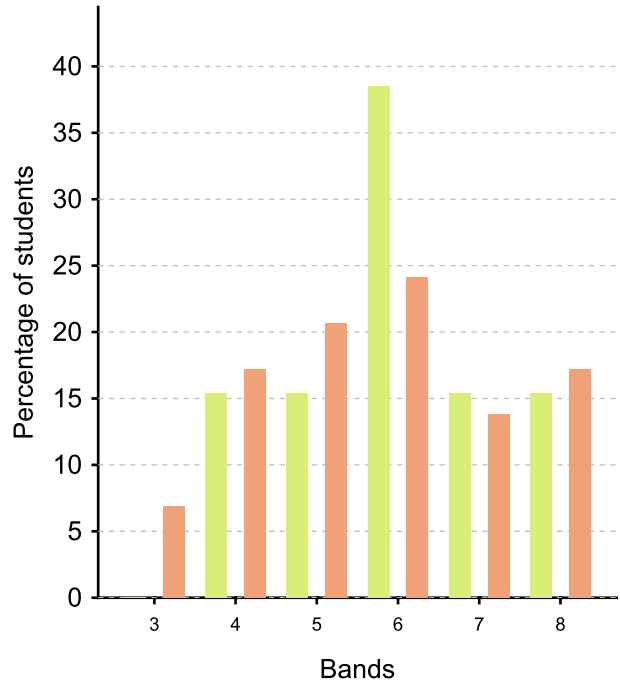
Percentage in bands:
Year 5 Reading



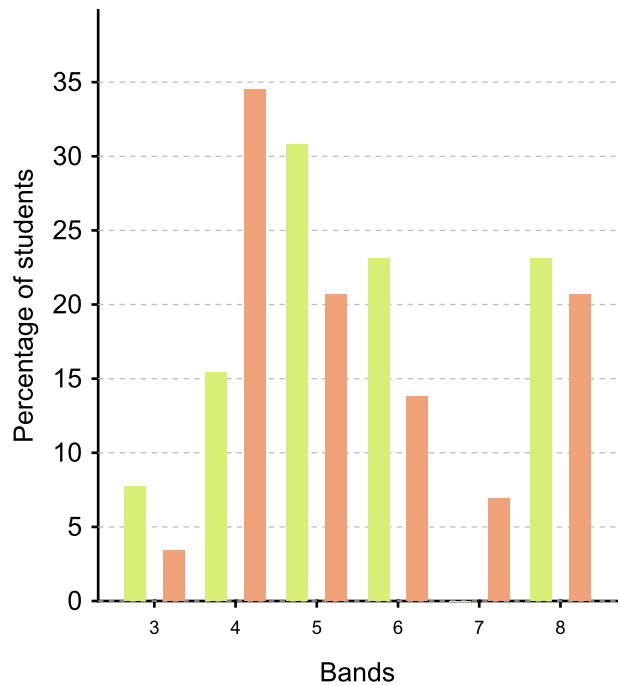
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling

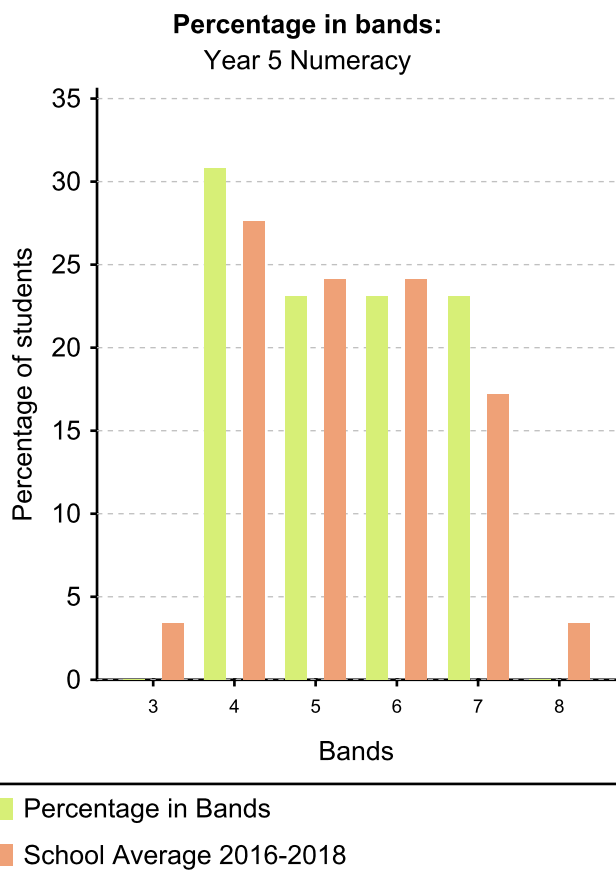


Percentage in bands:
Year 5 Grammar & Punctuation



In 2018 Dungay PS achieved positive growth in Year 5 numeracy. The gap between state average and school average has closed. Our school is currently part of a Small School Community of Schools who are embarking on a numeracy project to uplift their Numeracy averages.

* 69% of students are achieving in the top 3 bands in



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

* In 2018 Dungay has 41.8% of students in the top 2 Bands for reading and Numeracy. This is a +7% increase from the year before (2017) and +15.1% from two years ago (2016).

Parent/caregiver, student, teacher satisfaction

At Dungay PS we provide parents with access to relevant information about student achievement, in class learning and extra curricula activities. We also provide opportunities for the school community to provide feedback on school practices and procedures. Parents are regularly invited to attend meetings which allow them to engage with teachers to discuss the renewed implementation of updated school policies and procedures. Our Parent, Connect and Reflect night is a wonderful night where we as a school community come together to reflect on school programs and seek feedback from parents and the community on how as a school we can continue to improve.

The Dungay Parents and Citizens Association is an important element where our school seeks parent endorsement and feedback about school policy.



Policy requirements

Aboriginal education

Dungay continues to focus on Aboriginal Education. As part of new weekly Learning and Support meetings individual Aboriginal students are discussed at every meeting. We reflect on data and discuss individual progress towards set goals. Extra support in class is utilised through our funding and students have opportunities for assistance based on a needs basis. Each Aboriginal student has a Personalised Learning Support Plan. Promoting Aboriginal culture is a huge focus for Dungay PS.

Aboriginal Perspectives are included in all Key Learning Areas in all Teaching and Learning Programs. NAIDOC Day is celebrated at our school.

Multicultural and anti-racism education

Our school has a strong commitment to and reputation in providing inclusive educational opportunities for all students regardless of background. Families from diverse backgrounds are supported with the use of Personalised Learning Support Plans for students where appropriate, invitations to parent forums including, significant events such as NAIDOC Week

celebrations being planned in consultation with local families and staff attendance of local AECG meetings. Ongoing cultural awareness learning for staff is also provided as part of our professional learning plan. Our school is welcoming and inclusive of these programs and is valued by our school community.